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ABSTRACT

In Germany, after elementary school, the school system splits into three branches, with students either preparing for an apprenticeship or continuing in school. A second system exists, parallel to this education system, which combines general education with basic professional training. The first key career decision point is in Grade 4, when parents decide which branch of the general education system their children will attend. The Federal Labour Exchange Office is authorized by federal law to offer career development and employment services. Private and volunteer agencies also provide employment services. All universities offer free counseling to students, and all high schools regularly have one counseling teacher. Staff development has taken on increased importance in Germany in response to the rapid changes in organizations, and up to now there has been no publicly accessible training facility. Several policy issues related to career development services in Germany have emerged. They include policy issues regarding career development services, German and European unification, and ecological restructuring of society. Key issues for future consideration include globalization, the changing nature of work, and funding the Social Security System. The action steps extend to other countries as well and include awareness of the limitations of globalization, and cooperation replacing competition. (JDM)

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Career Development In Germany

By

Hubert Hass

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14. CAREER DEVELOPMENT IN GERMANY

Hubert Haas, Chairman of the German Association of Vocational Counsellors
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Work also means earning one's living
but there isn't enough (paid) work for as many as six billion lives.

Let's replace competition with co-operation:
co-operation with anybody who complements our individual talents
with the ones we haven't had time to develop yet.

Context

From 1982 to 1998, Germany was governed by a coalition of the Christian Democratic Party, led by Chancellor Helmut Kohl and the Liberal Party. Their prevailing philosophy was that encouraging investment should lead to a prospering economy, which would create new employment and, therefore, prosperity. Economic development would be reached by lower taxes for businesses, limited taxation of higher incomes, renouncing taxes on inheritance and reducing contributions to social security.

The 1998 election was won by a coalition of the Social Democratic Party, led by Chancellor Gerhard Schröder, and the Green Party, an ecologically oriented political party formed by the ecologic and antinuclear movements in the 1970s. Two factors led to this shift. First, 16 years of neo-liberalism had led to exploding profits for companies but lower real incomes for average workers. There was increasing wealth in the top section of society, without the expected investments and less new employment than expected. The employment rate dropped from 48 percent in 1990 to 45 percent in 1997, and social benefits increased from 28.7 percent to 31.7 percent of the domestic gross national product. Second, unification of the former two Germanys was much slower and more expensive than expected.

Guidelines of the new social-ecological government are:

- reduced taxes on lower incomes and increased taxes on extremely high incomes;
- financial relief for families with children;
- reintroduction of business and inheritance taxes;
- changing to an ecological tax system by introducing massive taxes on energy;
- changing the method for calculating social security contributions by using the net product instead of the sum of incomes; and

- abandoning nuclear energy.

Election slogans illustrate the basic change. Posters of the Conservative-Liberal Coalition read, "Success must be worthwhile again!" Banners of the Social Democrats-Green Party declaimed, "Self-responsibility, based on social solidarity!"

When this report was written, the new government had just finished its first 100 days in office. Most decisions of the first political chamber, the Bundestag, have to be passed in the second chamber, the Bundesrat, where the federal states are represented and the Conservative Party has the majority. Thus, new laws regularly represent a compromise among political parties, not only the governing coalition parties, and the process of political change is slowed considerably.

Added to the above is the fact that much of economic, monetary and foreign politics are being transferred to the European Union. Further, the unification process is temporarily impeding some decisions, especially in the context of economic policies and, therefore, career development services.

Educational System

School attendance is compulsory for nine years, starting at age 6. Over 80 percent of the children visit kindergarten and pre-schools, starting at age 3. During the first four years, 95 percent of the children attend elementary school. Some handicapped children attend special schools.

After elementary school, the school system traditionally splits into three branches. Parents decide which branch their children will pursue, based on a recommendation from the school. The *hauptschule* (main school), which used to be the standard school, leads to Grade 9, after which most pupils start an apprenticeship. The *realschule* (middle school) leads to Grade 10 and the *gymnasium* (high school) to Grade 13. In 1998, approximately one third of all pupils attended each of these three branches. Today, the percentage in *gymnasium* is steadily growing, while the percentage in the *hauptschule* is drastically sinking. After Grade 9, pupils have to leave school if they have not passed two consecutive grades.

A second system exists in parallel to this general education system — the professional school system. Schools in that system combine general education with basic professional training for a family of professions. The different schools start after Grade 9 or 10. Entrance is based on satisfactory grades. Pupils who obtain a degree from a professional school can re-enter the general school system to obtain the next higher level of education.

Training System

The key element of the professional training system is apprenticeship. For more than 400 professions, there are government-controlled training schemes, covering a training period of 3.0 to 3.5 years. The apprentice works in a company and is trained on the job, usually for four days a week, and attends a trade school one day a week. The apprenticeship is concluded by an examination in practice and theory, leading to a journeyman's certificate. After a minimum of three years of work experience, a two-year course can be attended which leads to the master's certificate. Only masters are authorized to train apprentices.

Most states acknowledge these professional certificates as equally valued as the general education certificates from the *realschule* or *gymnasium*. This allows participants in both school systems (general and professional) to obtain either higher degrees or to study at university.

Professions in social services and some of the sciences are gained by attending specialized professional schools instead of apprenticeships. Tertiary training offers two different types of studies: more scientifically oriented universities and more practically oriented *fachhochschule* (university for applied sciences). Further training is offered by a variety of schools, seminars, courses and tele-learning. In 1999, the National Data Bank KURS (Course) listed over 350,000 such opportunities.

Larger businesses offer training courses or send employees to special public courses, especially after introducing new products, methods and philosophies. The *Third Social Act* of 1998 (*Sozialgesetzbuch III*) requires employers to ensure the availability of staff (qualitatively and quantitatively) needed to perform their business. The corresponding responsibility of employees to plan and organize their own career is identically expressed in this law. However, the law merely expresses expectations toward employers; it lists sanctions for employees who do not take responsibility for their individual career (including cancellation of unemployment benefits).

Key Points for Career Decisions

The first key career decision point is in Grade 4 when parents decide which branch of the general education system their children will attend. This decision strongly influences access to apprenticeships and professions. Increasing requirements in professional life made the training schemes for apprenticeships repeatedly more complex and difficult, leading employers to prefer a *realschule* certificate as the entry level for an apprenticeship contract. Graduates from the *hauptschule* can continue in professional schools, but only if their marks are good enough. An increasing percentage

of *hauptschule* graduates do not obtain an apprenticeship contract with a company and, therefore, are offered apprenticeships in government training facilities.

If marks from the last school attended allow one to continue education and training, key points for career decisions are reached whenever a level is completed. Elements of the general and professional school systems, and of the professional training system can be combined in a wide range of steps, changing among the systems, re-entering them or climbing up step by step within one system.

As the law of 1998 emphasizes, career development is an individual responsibility. Public subsidies to participants in training courses have been really reduced and are limited now to the unemployed. This radical change has not yet entered the public consciousness, especially not the conclusion that individual lifelong career development demands lifelong saving to fund continuing education. Insurance companies, though, have started offering a special type of life insurance policy which pays a certain sum of money every four or five years for this purpose.

Current Career Development Provision

In Germany, the Federal Labour Exchange Office (the Arbeitsamt) was *exclusively* (until 1997) authorized by federal law to offer career development and employment services. The Arbeitsamt also is the constitutional institution responsible for unemployment insurance, as well as financial support to participants of full-time (re)training. This powerful institution is the key national institution to carry out labour and social policies of the federal government. The Arbeitsamt has over 700 branch offices that cover employment and career development services, and unemployment benefits, nationwide, with a staff of almost 100,000 employees. Career development services for youths and adults are performed by two different departments of the Arbeitsamt which have quite different policies, methods and resources.

There are 350 bigger branch offices that house professional information centres: multimedia, self-service, computer-based repositories of vocational information. They are the very best, and often only, address in town for career information. The following news item illustrates the size, and power, of the Arbeitsamt. The computer system of all branch offices is being updated. The 1999 order form listed 65,000 Pentium II computers, 42,000 printers and an unheard of figure for modems, scanners, data storage, etc. This represents the biggest sale in the history of the European computer business.

Legal Rights in Obtaining Career Development Services

Each branch office of the Arbeitsamt is legally obliged to offer career development services oriented to the individual needs of citizens seeking assistance. However, in practice, funding, staff, equipment and time are limited, and service can be uneven. In 1997, a major evaluation project came to the following conclusions. Youths were generally satisfied with the service. However, they felt they had to wait too long for an appointment, the time available for individual counselling was too short, and they would have appreciated more opportunities for repeated and consecutive service. Feedback from adults was more critical, especially regarding the legally stipulated practice of only offering career possibilities for which vacancies were registered or funding for training was possible.

The Role of Voluntary and Private Agencies

When the monopoly of the Arbeitsamt on employment services was relinquished, private and volunteer agencies began to open. Fees for these services can legally be billed only to the employer. Thus, private employment services concentrate on high-income occupations. A few private agencies offer career development services to individuals by using different labels such as coaching, career planning or job guidance.

All universities offer free counselling to students, and all high schools regularly have one counselling teacher. However, these counsellors have numerous higher priority duties and they only scratch the surface of career development issues.

Now that the Arbeitsamt no longer has a monopoly on career development services, the development of private and volunteer agencies is starting to shape the field. Citizens seem to consider the process of career development to be more than simply seeking a new job. Indeed, career decisions tend to influence longer time spans, are much less reversible, inflict higher costs and cause more uncertainty than employment decisions. This causes considerable demand for professional career development services.

Career Development Services within Organizations and Companies

Staff development has become a necessity in organizations characterized by rapid change, especially when needed qualifications cannot be bought on the labour market. Thus, staff development has taken on increased importance in Germany. Staff developers and career developers form two different associations and do work for different customers. For staff developers, the customer (and usually, employer) is the company or

organization, and the aims of business have top priority. For career developers, the individual client is the customer and the focus is on her/his aims and interests. While this difference is obvious, the situation is more complex if a company hires an external agency to provide services. Both associations emphasize the importance of counsellors declaring their loyalty at the start of counselling.

Training of the Staff of Career Development Services

There is no publicly accessible training facility for professional career developers in Germany. The Arbeitsamt's monopoly on service led to a monopoly on training. Arbeitsamt staff are trained in a three-year course at a private Arbeitsamt university. To enter the program, students must have a *gymnasium* degree, an apprenticeship degree for any trade or craft, and a minimum of two years of work experience. The course is interdisciplinary, combining elements of psychology, education, sociology, law, economics and medicine, and includes intensive practical training in branch offices of the Arbeitsamt. Over the last 10 years, this program has not been able to keep pace with the training needs of the Arbeitsamt. To compensate for this, a six-month training course was developed supposedly to qualify clerks, officers and office staff of the Arbeitsamt to become professional career counsellors. This situation is cause for alarm in professional circles and the Counsellors Association is currently creating a public training institute for career counsellors.

Examples of Innovative Practices

Career Development Services for Public Employees of the City of Berlin
After Berlin was reunited, municipal authorities had to reorganize the administration of the eastern part of the city, standardize two very different systems and retrain a large number of staff. Part of the task was to sort out people whose political history in the former East Germany disqualified them from becoming a "western" official. For former eastern staff who lost their job and for western staff who refused to be transferred to eastern offices, the Arbeitsamt, of necessity, gave primary allegiance to the municipal authorities.

Soon the necessity of a second step became obvious. East Germany had not known "unemployment" (practically everybody was "employed"), but the staffing system was very inefficient. Thus, another mammoth downsizing and retraining program was devised to reduce municipal staff from 230,000 to 92,000 over five years. To accomplish this, an entirely different concept was created. People were guaranteed an occupation with the Senate of Berlin at the same wage for five years, but they had to give up any claim to their previous job. Over 150 career developers were engaged from external organizations to implement this program. They began with a question: "In

five years at the latest, 50 percent of you will lose the job you have today. What do you personally want to do about this?" All expenses for the program are paid by the City of Berlin; half of the individual or group sessions take place during working hours, half outside. For an impressive number of clients, solutions have already emerged. For example, a group of 50 gardeners founded a new company that now does contract work for the Senate. All the medical doctors formed an organization which offers medical services to other companies, earning enough to pay their own salaries, thus enabling the City of Berlin to maintain a public medical service and a medical service for staff at zero cost.

Muscle Mortgage Inc.

In the city district of Tilgesbrunnen, over 80 percent of the population used to depend on social benefits; very few earned even part of their living, hardly anyone had a professional degree or even a school certificate. People lived in barracks, built fast and cheap after World War II for German exiles from Eastern Europe. To address this situation, the city created Muscle Mortgage Inc. In this scheme, all expenses for renovating, insulating and redecorating buildings would be paid by the city, if at least 20 percent of the inhabitants of the building or family (those fit enough and old enough to work) would do the necessary work themselves. Participants signed a contract to work for at least 20 hours per week at standard wages. Anyone who discontinued the contract needed to be replaced by another member of the family (or building). If that did not happen, all expenses would have to be repaid through monthly reductions in social benefits. Craftspeople were engaged to supervise work and at the same time to train the workers on the job. Social workers were engaged to assist in coping with this radical refocussing. In two years, all buildings were repaired. Afterward, a considerable number of inhabitants found full-time employment with regular construction companies. Some are now full-time participants in training programs and apprenticeships. A second phase of the project offered payment for all training costs to those who had worked for a minimum of one year in phase one. Today, Muscle Mortgage Inc. is still working.

Encouragement Courses (*Förderlehrgänge*) of the Arbeitsamt

A growing number of school leavers, mostly from the *hauptschule*, are not motivated enough to start a career at age 15 to 17. Many did not even attain a school leaving certificate. For these people, the Arbeitsamt offers one-year encouragement courses, composed of a minimum of five workshops. At the beginning, small groups are formed based on leisure interests: camping, trekking, mountain climbing, boating, sports. The leisure activities are generally ones the participants have not had the opportunity to try out. These last two to three weeks, providing lots of fun, developing a community feeling and encouraging success.

Then the same groups start working, two hours a day at first, slowly increasing working hours and reducing leisure activities. Workshops explore different types of work in an appealing manner. Periods spent in each workshop become longer, and more complex projects are carried out. After four or five months, participants pick their favourite workshop and stay there for the rest of the year, beginning training for basic qualifications in this type of work. In a similar manner, school lessons are offered on different levels, giving participants the opportunity to earn a school degree. Dormitories are attached to about one third of these encouragement courses, because for this target group, it proved necessary and helpful to separate participants temporarily from family and gangs at home. Over 60 percent of the participants have moved on to further training courses, generally apprenticeships.

Current Policy Issues

Eight main policy issues related to career development services in Germany have emerged.

Policy Issues Regarding Career Development Services

When the monopoly of the Arbeitsamt was eliminated, no professional regulations for vocational counsellors were established. This is unusual since, in Germany, literally all professions are regulated. In the legislation process, it proved difficult to articulate the difference between counselling and information brokering, and between career and employment services. The German Association of Counsellors is trying to work with government, in hopes that the concepts of career and counselling will be introduced into the law, being revised at the end of 1999.

Policy Issues Regarding German Unification

By focussing on workplaces instead of careers, Germany is missing a great opportunity. Currently, the focus for developing the five new eastern states has been on copying western approaches. The eastern states are developing telecommunication and energy supply systems on the basis of new techniques and concepts, while at the same time, economic and labour policies are copying western standards. Ultimately, these approaches need to be better aligned.

Policy Issues Regarding European Unification

Citizens from all member states of the European Union enjoy freedom of movement within the Union. Borders do not exist. European citizens may settle and work wherever they want to. Apprenticeship programs permit the apprenticeship period to be spent in several countries. Plans for mutual recognition of professional degrees are also under way. Lessons in a second foreign language are introduced in the *realschule* (*gymnasium*

already requires two foreign languages, with a third seen as desirable). These changes are redefining the nature of preparation for work.

Policy Issues Regarding the Ecologic Restructuring of Society and Business

With an ecologically oriented party as a member of the governing coalition, ecological issues are discussed more prominently. This has spawned a raise in energy taxes, stricter pollution limits, rebuilding public transportation and abandoning nuclear power. There are drastic limitations on transportation of goods by trucks, implemented by painful taxes on using streets and on diesel fuel. Customers prefer products produced in their own region and the possibility of exploding transportation costs influences the size and location of new production sites. Companies are reducing employee parking space and offering financial incentives for using public transportation. The *Waste Avoidance Act* has influenced methods of production, packaging and transportation. For example, electronic equipment, batteries, packaging material, etc. have to be taken back by retailers. New jobs are appearing in waste avoidance, recycling and pollution reduction. Energy- and pollution-intensive industries might tend to leave Germany and Europe, as some already have done. This trend is beginning to change the face of the labour market.

Policy Issues Relating to the Nature of the Work Force

The unemployment rate of youths under 25 reached 11.5 percent in 1998. While this might seem a positive figure in some countries, in Germany it played a major role in electing a different government. Three months after the election, the project, 100,000 Jobs for the Young, was launched to create new apprenticeship and working places, and training projects for youth.

Paradoxically, policies concerning unemployed adults have a different focus. In a work-centred society such as Germany, there is a widely held distrust that people might collect unemployment subsidies illegally, by not working even though they could, or by collecting benefits while working at the same time. In mid-1998, the previous government established the Task Force on Illegal Employment and Misuse of Social Benefits. Subsequently, much stricter regulations regarding jobs which must be accepted by unemployed people were introduced, and the funds available for full-time training programs were reduced. These measures made unemployment a more risky condition.

In Germany, citizens with a disability have extensive financial support for participating in education or professional training. Companies with more than 15 employees must grant five percent of their working places to people with a disability. Currently, discussion is taking place on raising non-compliance fees drastically, on integrating people with a disability

who work in sheltered workshops in regular workplaces, and integrating pupils of specialized schools in regular schools.

All of the above initiatives have an impact on the nature of the work force.

Policy Issues Regarding Immigration

Previous government policy stated that "the boat is full" meaning Germany cannot handle more people from other countries. Currently, Germany treats people of different nationality, except fellow Europeans, as legal aliens. Only two percent of those who apply for political asylum are granted it. Once migrants are in Germany, they are allowed to stay only under a three-month (renewable) residence permit. Migrants need a working permit, which is granted only if it was not possible to find a German or European to fill that job within a three-month period. Working permits are limited to one specific job and usually valid for one year. The working permit becomes permanent after possessing it for five consecutive years. After a minimum stay in Germany of eight years, people can apply to become a German citizen, undergoing a written and oral exam many natives would fail. The new government promises to introduce dual nationality to all "foreigners" who are either born in Germany, or whose parents have been living in Germany for a minimum of eight years. Although this has not yet been passed into law, it will have an impact on the labour market and the nature of the work force.

Key Issues for the Future

Several key issues for future consideration can be identified. They pertain not only to career development and Germany, but to society at large.

Globalization

Globalization is supposed to be positive, worldwide and unavoidable. It promises prosperity and just trade conditions, especially to poor developing countries. However, 4.5 billion people live in developing countries. Arrogantly, almost all countries in our world are considered developing countries, with the exceptions of Europe, the United States, Canada and Japan. Currently, 80 percent of the world population is poor; 1.3 billion people have less than one dollar per day to cover their costs of living; 800 million people do not have enough food; another 800 million people lack medical services; and at least 840 million adults cannot read or write.

This issue is: "What are we going to do about this?"

The Changing Nature of Work

Traditionally, the majority of the work force was in the production of goods. Now, service jobs are on the rise. However, in most Western

countries the employment rate is dropping. Some estimate that the current jobless growth could only be stopped if economic growth was higher than 3.5 percent per year. Overlaid on this is the fact that there is a lot of reasonable, worthy and satisfying work to be done, but nobody is organizing it, because it seems that nobody wants to or can pay for it. Furthermore, there are many activities that are either necessary or offer tremendous fun which are not considered "work." In the minds of many, "work" still is a synonym for "earning one's living," but there isn't enough (paid) work for as many as six billion lives.

We need to work on a new concept of work. In doing so, we need to keep in mind the ecological impact of the things we do. As Theodore Roszak (1978: 201) put it:

> Work that produces unnecessary waste of the affluent society or weapons is bad and senseless. Work that is based on conceited or artificially provoked needs is bad and senseless. Work that deceives or manipulates, exploits or degrades is bad and senseless. Work that damages our environment or makes our world ugly is bad and senseless. There is no way to rehabilitate such work, neither by optimizing nor by restructuring it, neither by privatizing it nor by nationalizing it, nor by reduction or decentralization or democratization.

The issue centres around how many people share this dream and who is willing to help re-conceptualize the way we think of work.

Funding of the Social Security System

Social systems were invented for a few people who temporarily could not earn their own living (e.g., those who are temporarily unemployed or ill, invalids and people who had fulfilled their working life). Today, more people are unemployed. Advances in medicine save lives, cure illness, but often fail to restore health. (Ironically, the more successful doctors are, the more the average person is ill!) In most countries, social security systems are funded by people who are employed, and by their employers. If fewer people earn wages and more people expect social benefits, the system is doomed to collapse.

We need to explore other means for funding social security.

The Sixth Kondratieff Wave: The Evolving Health Market

Based on Nikolai Kondratieff's Theory of Long Socioeconomic Waves, Leo Nefiodow and associates found cycles of 40 to 60 years which represent fundamental reorganizational processes in society, initiated by basic innovations. These Kondratieff cycles describe both economic and social developments. Currently, most world economies are still dominated by

the leading industries of the third (chemical and electrical industries) and fourth Kondratieff cycle (petrochemical and automobile industries). The theory explains why the leading innovation of the fifth Kondratieff cycle (computer and microelectronic technologies), has the influence on occupations that we observe today.

Long-wave economics teach us to look forward and examine what will be the leading innovation and the most demanding need that will create the next — the sixth — Kondratieff cycle. Nefiodow determines public and individual health to be the powerful engine that will pull society, education, the economy and politics into a new reorganizational process. This will lead to different needs, different attitudes and beliefs, different markets and different occupations. In this context, the term "health" includes traditional health sectors (medicine, pharmacology, food) as well as evolving holistic aspects of health (environment protection and pollution avoidance, education and personal development, counselling, biotechnology, religion and spiritualism).

Our challenge will be to ask: What new occupational fields are arising that we can help people prepare for? How can career development become visionary and active instead of staying analytic and reactive?

Self-Organization and Self-Employment

In the field of work, the lifelong profession has ceased to exist. Two trends follow. Lifelong learning, developing one's own career, using opportunities, adjusting to changes and making choices are one result. The other is described by new trends in the organization of work. Work contracts are not about a workplace anymore, but about a limited work project. Payment is not granted per period of time, but per result, per project or per order. Computerization and telecommunications make it possible to separate work and workplace. Regrouping work teams by project reduces or even prevents more permanent social contacts through work.

The issue is how to prepare people to manage their own individual Me Incorporated.

Increasing "Qualificational Garbage Rate"

The amount of information available increases at incredible speed, and fundamental innovations appear at hyper-speed. The pool of qualifications needed to do any job increases and needs to be updated in ever-shorter intervals. Many professions evolve so rapidly that after only five years practically every single one of the original qualifications has been extended, updated or exchanged. The old qualifications become "garbage," replaced by updated qualifications. Thus, facing a "qualification garbage rate" of 20 percent per year, professionals should spend 20 percent of their time in

retraining seminars. The time span may not be five years and 20 percent per year for all occupations, but the point is that qualifications have a limited shelf life, and there is an increasing need for updating. Where and when does it happen? Are we talking about 20 percent of working time or 20 percent of leisure time? Is it possible to outrun qualificational half-life? And if not, what does that mean for career development?

The Network Society

There are two dominant dimensions in Western societies: work and family. Both are eroding. In Germany, over 30 percent of all households are single households, three out of 10 marriages end in divorce within five years, and 25 percent of all children grow up, at least temporarily, in a one-parent family. Working conditions demand regional mobility, splitting up families, friendships and neighbourhoods. Individual development today seems to imply being alone. To avoid being lonely, individuals will need to weave (create) a personal net of social contacts, most of them not meant for a lifespan, but for a life phase of limited duration. Networking will become a necessity, based on an endless buddy list. But, how do we transform into a network society? How do we train people to build not only a buddy list of helpful working contacts, but also a comfort list of friends and pals to enjoy life with and walk a part of the road together? And, come to think of it: why is it that I talked about *two* lists and not one?

Action Steps

The main focus in this paper has been on issues surrounding career development in Germany, but the action implications arising from that discussion extend to other countries as well.

Awareness of the Limitations of Globalization

Observing a shift toward a global market does not necessarily need to lead to promoting it. We must force consideration of an ecological impact on social, economic and labour market policies. Further, we must think in terms of developing a "world life contract" which includes the southern hemisphere, as well as the northern hemisphere. The mobility of capital and the mobility of goods must be limited. Activities must aim to regionalize development, production and consumption. A Tobin tax on currency conversion of even 0.05 percent would practically terminate all short-term currency speculation without influencing long-term investments. Ecological taxes on fuel and energy would increase transportation costs to a level that could stop insane international and intercontinental transports of semi-finished products and prefabricated goods which occur only because of unreasonably cheap transportation and labour costs in developing countries. These are a few measures that can be taken to ensure that our infatuation with globalization does not destroy us.

Co-operation Replaces Competition

Granted, capitalism has won the world championship. But the new enemy is capitalism. The principle of competition produces winners: one winner to each competition and many losers. Capitalistic competition is exploiting and polluting nature, exterminating species of plants and animals, and perhaps people. We need to stop producing losers by contesting to be winners. We must try out a different set of rules and learn to replace competition with co-operation — co-operation with nature, co-operation worldwide among nations, co-operation among regions, co-operation with neighbours.

If the production and consumption of goods are regionalized, it might be easier to prevent people from being manipulated into buying products they don't really want or need. Moreover, people must relearn to ask themselves what they need instead of looking first at what is offered. In career development, we must assist clients in finding out who they are and who they want to be, and what steps they plan to take to develop in that direction. Then, we must train and support them in searching for corresponding opportunities. Creating careers is very different from assembling careers.

A New Social Contract: Networking

Co-operation will also help to heal the wounds people are suffering from the erosion of the fundamental co-ordinate systems of our society: work and family. Elisabeth Kübler-Ross (1998: 167) observes that:

> [I]t is our duty in life (no matter if we fully understand who we are or what will happen after our death), to grow as human beings, to search in ourselves for the fountain of peace and understanding and power which is our individual self. And then it is our duty to approach other people in love and to accept them in the hope and anticipation of what we will become together.

A new co-ordinate system for societies entering the new millennium must contain more than two dimensions. Perhaps a more useful system will have three dimensions: personal development, time and the building of networks. This shift includes the necessity to teach people that neither work (in the traditional sense of paid occupation) nor the traditional family, are by themselves, all that important. We must create a new definition of the term "work," giving it the meaning of a "useful activity." And we must expand the traditional notion of social contact through family to include a broader social network.

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